Annual Index

Topics in Early Childhood Special Education
Spring 1994–Winter 1994
Volume 14

ANDREWS, Ted J.: *See* MIRANDA, Antoinette Halsell, 521–538.

ARNDORFER, Richard E.; MILTENBERGER, Raymond G.; WOSTER, Scott H.; RORTVEDT, Angela K.; GAFFANEY, Thomas: Home-based Descriptive and Experimental Analysis of Problem Behaviors in Children, 64–87.

ATWATER, Jane: *See* CARTA, Judith J., 184–216.

BAGGETT, Kathleen: *See* CARTA, Judith J., 184–216.

BAILEY, Jr., Donald B.: *See* BUYSSE, Virginia, 419–435.

BARNETT, David W.; EHRHARDT, Kristal E.; STOLLAR, Stephanie A.; BAUER, Anne M.: PASSKey: A Model for Naturalistic Assessment and Intervention Design, 350–373.

BAUER, Anne M.: *See* BARNETT, David W., 350–373.

BROTHERSON, Mary Jane: Interactive Focus Group Interviewing: A Qualitative Research Method in Early Intervention, 101–118.

BUYSSE, Virginia; BAILEY, Jr., Donald B.; SMITH, Tina M.; SIMEONSSON, Rune J.: The Relationship Between Child Characteristics and Placement in Specialized Versus Inclusive Early Childhood Programs, 419–435.

CARTA, Judith J.; SIDERIDIS, George; RINKEL, Phoebe; GUIMARAES, Suely; GREENWOOD, Charles; BAGGETT, Kathleen; PETERSON, Pete; ATWATER, Jane; MCEVOY, Mary; MCCONNELL, Scott: Behavioral Outcomes of Young Children Prenatally Exposed to Illicit Drugs: Review and Analysis of Experimental Literature, 184–216.

CHASNOFF, Ira J.: *See* VANBREMEN Jane R., 254–274.

COHEN, Shirley; ERWIN, Elizabeth J.: Characteristics of Children with Prenatal Drug Exposure Being Served in Preschool Special Education Programs in New York City, 232–253.

DANAHER, Joan: *See* HARBIN, Gloria, 455–471.

DEGANGI, Georgia A.; WIETLISBACH, Shirley; POISSON, Susan; STEIN, Elizabeth; ROYEEN, Charlotte: The Impact of Culture and Socioeconomic Status on Family–Professional Collaboration: Challenges and Solutions, 503–520.

DERRICK, Teresa: *See* HARBIN, Gloria, 455–471.

DIAMOND, Karen E.: Evaluating Preschool Children's Sensitivity to Developmental Differences in Their Peers, 49–63.

DINNEBEIL, Laurie A.; RULE, Sarah: Congruence Between Parents' and Professionals' Judgments About the Development of Young Children with Disabilities: A Review of the Literature, 1–25.
EHRHARDT, Kristal E.: *See* BARNETT, David W., 350–373.
ERWIN, Elizabeth J.: *See* COHEN, Shirley, 232–253.
GAFFANEY, Thomas: *See* ARNDORFER, Richard E., 64–87.
GAST, David L.: *See* HOLCOMBE, Ariane, 119–145.
GAST, David L.; WALL, Maureen E.: Book Review: *Strategies for Teaching Students with Mild to Severe Mental Retardation*, 412–415.
GOTTWALD, Sheryl Ridener; THURMAN, S. Kenneth: The Effects of Prenatal Cocaine Exposure on Mother–Infant Interaction and Infant Arousal in the Newborn Period, 217–231.
GREENWOOD, Charles: *See* CARTA, Judith J., 184–216.
GUIMARAES, Suely: *See* CARTA, Judith J., 184–216.
HARBIN, Gloria; DANAHER, Joan; DERRICK, Teresa: Comparison of Eligibility Policies for Infant/Toddler Programs and Preschool Special Education Programs, 455–471.
HEMMETER, Mary Louise: *See* ROUS, Beth, 374–393.
HOLCOMBE, Ariane; WOLERY, Mark; GAST, David L.: Comparative Single–Subject Research: Description of Designs and Discussion of Problems, 119–145.
LUETKE–STAHLMAN, Barbara: Procedures for Socially Integrating Preschoolers Who Are Hearing, Deaf, and Hard-of-Hearing, 472–487.
MARVIN, Christine: Home Literacy Experiences of Preschool Children with Single and Multiple Disabilities, 436–454.
MCCLURE, John; SUEN, Hoi K.: Interpretation of Statistical Significance Testing: A Matter of Perspective, 88–100.
MCCOLLUM, Jeanette A.; YATES, T. J.: Technical Assistance for Meeting Early Intervention Personnel Standards: Statewide Processes Based on Peer Review, 295–310.
MCCONNELL, Scott: *See* CARTA, Judith J., 184–216.
MCEVOY, Mary: *See* CARTA, Judith J., 184–216.
MCNAUGHTON, David: Measuring Parent Satisfaction with Early Childhood Intervention Programs: Current Practice, Problems, and Future Perspectives, 26–48.
MILTENBERGER, Raymond G.: *See* ARNDORFER, Richard E., 64–87.
MIRANDA, Antoinette Halsell; ANDREWS, Ted J.: Preservice Preparation of School Psychologists for Providing Related Services in Early Childhood Intervention: A University–Preschool Partnership, 521–538.
PETERSON, Pete: *See* CARTA, Judith J., 184–216.
PIERSEL, Wayne: *See* SHRIVER, Mark D., 161–183.
POISSON, Susan: *See* DEGANGI, Georgia A., 503–520.
POULSEN, Marie Kanne: The Development of Policy Recommendations to Address Individual and Family Needs of Infants and Young Children Affected by Family Substance Use, 275–291.
RAAB, Melinda M.: Book Review: *You, Your Child, and "Special" Education: A Guide to Making the System Work*, 415–418.

RINKEL, Phoebe: *See* CARTA, Judith J., 184–216.
ROOPNARINE, Jaipaul L.: *See* YOUNG, Daniel M., 488–502.
RORTVEDT, Angela K.: *See* ARNDORFER, Richard E., 64–87.
ROSENKOETTER, Lawrence I.: *See* SHOTTS, Cynthia K., 395–411.
ROSENKOETTER, Sharon E.: *See* SHOTTS, Cynthia K., 395–411.
ROUS, Beth; HEMMETER, Mary Louise; SCHUSTER, John: Sequenced Transition to Education in the Public Schools: A Systems Approach to Transition Planning, 374–393.
ROYEEN, Charlotte: *See* DEGANGI, Georgia A., 503–520.
RULE, Sarah: *See* DINNEBEIL, Laurie A., 1–25.
SCHUSTER, John: *See* ROUS, Beth, 374–393.
SCHWARTZ, Ilene S.: *See* WASHINGTON, Kathleen, 333–349.
SHOTTS, Cynthia K.; ROSENKOETTER, Sharon E.; STREUFERT, Carolyn A.; ROSENKOETTER, Lawrence I.: Transition Policy and Issues: A View From the States, 395–411.
SHRIVER, Mark D.; PIERSEL, Wayne: The Long-Term Effects of Intrauterine Drug Exposure: Review of Recent Research and Implications for Early Childhood Special Education, 161–183.
SIDERIDIS, George: *See* CARTA, Judith J., 184–216.
SIMEONSSON, Rune J.: *See* BUYSSE, Virginia, 419–435.
SMITH, Tina M.: *See* BUYSSE, Virginia, 419–435.
STEIN, Elizabeth: *See* DEGANGI, Georgia A., 503–520.
STOLLAR, Stephanie A.: *See* BARNETT, David W., 350–373.
STREUFERT, Carolyn A.: *See* SHOTTS, Cynthia K., 395–411.
SUEN, Hoi K.: *See* MCCLURE, John, 88–100.
SWINTH, Yvonne: *See* WASHINGTON, Kathleen, 333–349.
THURMAN, S. Kenneth: *See* GOTTWALD, Sheryl Ridener, 217–231.
TROHANIS, Pascal Louis: Planning for Successful Inservice Education for Local Early Childhood Programs, 311–332.
VANBREMEN, Jane R.; CHASNOFF, Ira J.: Policy Issues for Integrating Parenting Interventions and Addiction Treatment for Women, 254–274.
WALL, Maureen E.: *See* GAST, David L., 412–415.
WASHINGTON, Kathleen; SCHWARTZ, Ilene S.; SWINTH, Yvonne: Physical and Occupational Therapists in Naturalistic Early Childhood Settings: Challenges and Strategies for Training, 333–349.
WIETLISBACH, Shirley: *See* DEGANGI, Georgia A., 503–520.
WOLERY, Mark: *See* HOLCOMBE, Ariane, 119–145.
WOSTER, Scott H.: *See* ARNDORFER, Richard E., 64–87.
YATES, T. J.: *See* MCCOLLUM, Jeanette A., 295–310.
YOUNG, Daniel M.; ROOPNARINE, Jaipaul L.: Fathers' Childcare Involvement With Children With and Without Disabilities, 488–502.